

EDCT 2030
Technology Applications in Education
Fall 2013, Section 100



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Office hour: Fri 9:00-11:00am at McCracken 322 or by appointment

Class meetings: Room 217 McCracken for 3 face-to-face sessions on Aug 27; Oct 15 & Dec 3. Remaining course work will be delivered online.

Required Textbook

Gary B. Shelly Glenda A. Gunter Randolph E. Gunter. *Teachers Discovering Computers: Integrating Technology in a Connected World*, 7th Edition. Edition: Seventh. Publisher: Course Technology Cengage Learning. 2012. [ISBN: 9781133526551].

Required Software

LiveText Software is used to complete the state required electronic portfolio. You may purchase this online at www.livetext.com. Purchase the least expensive version without the video.

Computer Labs in McCracken Hall have all the software required for this class. The labs remain open 8:00 am – 9:00 pm Monday through Friday, and 12:00pm -5:00 pm on Saturday and Sunday. You may call 593-4450 or 593-4451 to find out when the labs are available for individual use.

You will need to download a wide variety of Web 2.0 software to your computer throughout the course. The instructor will provide the needed software as the course progresses.

Course Description

Prerequisites: Admission to Professional Education or by permission. (If you do not meet one of these criteria, please see me immediately.)

Course Description: EDCT 2030: *Technological Applications in Education* is a required course for all pre-service teachers seeking Ohio Licensure. The course is designed to meet the requirements of the International Society for Technology in Education NETS Standards for Teachers. The purpose of this course is to:

- Acquaint students with technology applications commonly found in educational settings.
- Increase individual development of both *confidence* and *competency* in the use of computers in various learning environments.
- Demonstrate how technology is used to increase the effectiveness, efficiency, and appeal of instruction to diverse learners.

- Challenge students to consider various issues and concerns posed by current uses of technology in society such as equity, privacy, and the implications those issues might have for the ways in which we teach with and/or about computers.

The course encompasses effectively identifying, locating, evaluating, designing, preparing, and efficiently using educational technology as instructional resources in the classroom as related to the principles of learning and teaching in an inclusive classroom. Students will learn to use a variety of technologies to develop and enhance classroom instruction, communication, and classroom management. Students will demonstrate their knowledge by completing a culminating project and comprehensive portfolio on LiveText.

This course is **extremely demanding**, and it is expected that the appropriate amount of time will be given to the completion of projects. (OU policy for undergraduate study suggests that for every classroom contact hour a student should expect to work 2 hours outside of class. Therefore, this course requires **at least 8 hours of preparation outside of class each week**. Please contact the computer lab to confirm hours when the lab is open for individual use (non-class periods).

Grading

It is the responsibility of the student to complete all assignments and to give the work to the instructor for grading. All work becomes part of the Final Electronic Portfolio in LiveText.

Concerning participants who do not finish the course in the allotted quarter time frame and ask for an 'I', the highest grade that may be earned is a B. Participants not finishing on time are automatically penalized 1 letter grade for all projects. The only exceptions are a death in the family or severe illness in which case a doctor's excuse or a copy of a funeral program is required.

If there are unusual circumstances as approved by the instructor, an "I" or incomplete will be given. It is the responsibility of the student to complete all work within the requirements of an "I". The "I" will automatically turn to an "F" if the work is not completed in 5 weeks.

Your final grade will be computed as follows:

Attendance 10% + Assignments 70% + Final Portfolio 20%

The grading scale being used is as follows
:

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	83-86	D	64-66
B-	80-82	D-	60-63
C+	77-79	F	59 or below

The assignments will be graded on their instructional value and visual layout as well as on your demonstration of technical proficiency. You are expected to read the assigned readings, participate in online and in-class discussions, and complete the weekly assignments.

Class Policies

Attendance Policy: It is mandatory that students **attend each scheduled class** including the online sessions. **All online lecturing sessions will be recorded, so does attendance.** Good attendance is

viewed as a reflection of professional responsibility and growth. Additionally, daily attendance allows for personalized, one-on-one attention from the instructor throughout the course.

Due to the intensive nature of this course, **only one excused absence of no more than a two-hour period will be accepted** without consequence. An excused absence is a documented emergency affecting a student or the family member of a student, and **the instructor must be notified before the beginning of class**. For medical emergencies, students are required to turn in a doctor's note to prove the authenticity of the medical emergency.

Any case of absence, other than that which falls within the University's recognized legitimate absence guidelines, will result in a loss of points. **Each time of absence will incur 1 point subtracted from the 10 total attendance points. More than 3 unexcused absence will immediately bring the 10 total attendance points to zero.**

Assignments Policy: Each assignment/project has its own due date. The due date for each assignment will be specified and marked when it is posted. In general, all weekly assignments are due at 5pm of that week's Sunday. **2 points will be taken off for late assignments for each day it is overdue. No work will be accepted once it is beyond 1 week late.**

***If any student has a known and recognized disability by the University, it is their responsibility to notify the Instructor to receive the needed assistance.

***Any student who suspects s/he may need an accommodation based on the impact of a disability should contact the class instructor privately to discuss the student's specific needs and provide written documentation from the Office of Student Accessibility Services. If the student is not yet registered as a student with a disability, s/he should contact the Office of Student Accessibility Services.

As the instructor, I reserve the right to make any changes in the course during the semester that are deemed necessary. Students are responsible for the announcement of any changes regardless of their attendance.

Academic Honesty and Integrity Policy: The Ohio University Code of student conduct prohibits all forms of academic dishonesty. These include cheating, plagiarism or forgery, furnishing false information to the University, alteration or misuse of University documents, records, or identification. If a student engages in course-related academic dishonesty, he/she will face consequences that may include a lowering of the grade on the work in question, receiving an F in the class, and/or dismissal from the University. Any student wishing to protest the instructor's action has recourse to established grievance procedures, starting at the department level. (See *Ohio University Policy and Procedure Manual*, No. 28.101)

Special Note: Any educator found guilty of academic misconduct may be denied a teaching license by the Ohio State Department of Education.

Class Expectations

Students should be prepared for each class by keeping up with reading, reviewing notes, and completing assignments. At all times during class, students are expected to treat one another respectfully. Students should arrive on time and deactivate any electronic devices not required for class activity, including cell phones. If you are expecting an emergency phone call, please see me prior to the beginning of class.

In the event that the campus must close (e.g. weather emergencies), or if I am unable to be present for class then students should proceed with the next reading and homework assignment. If an exam is missed due to such circumstances, students should expect to take the exam during the next scheduled class unless informed otherwise.

Diversity: An important focus of this course is the development of knowledge, skills, and dispositions that enable teachers to meet the needs of diverse learners and to plan lessons for students in an increasingly global society.

ADA Compliance Notice: Americans with Disabilities Act (ADA): In compliance with the Americans with Disabilities Act (ADA), all students who have a documented disability are entitled to “reasonable and academic accommodations”. If you are a student with special needs, it is your responsibility to be registered with the Institutional Equity representative in Student Services. In addition, you need to inform your instructors each quarter before the end of the second week of class.

Conceptual Framework for Professional Preparation Programs at Ohio University

As a Unit, we prepare **leader-educators and practitioners** who share our commitment to **lifelong learning** and serving society responsibly as **change agents** in meeting **diverse** human/social needs.

Ohio University Unit for the Preparation of Educational Professionals (U-PEP)

- **Leader-Educators/Practitioners:** the Unit prepares expert, ethical and reflective leader-educators/practitioners and decision-makers who are committed to holistic learning, and engage in collaborative and professional service to society;
- **Change Agents:** the Unit prepares leader-educators/practitioners who address the changing human/social needs through inquiry, research, assessment, critical thinking, problem-solving, and proactive use of technology.
- **Diversity:** the Unit prepares leader-educators/practitioners who appreciate the variety of human cultural expression, employ multiple approaches to inquiry, use knowledge and practice for the benefit of a diverse society, and promote social equity and justice for effective civic engagement.
- **Lifelong Learning:** the Unit prepares leader-educators/practitioners who engage in self-reflection and professional development for continuous personal growth, and who inspire such practices in those whom they serve.

Standards the Course Addresses

National Educational Technology Standards –Teachers (NETS-T):

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit

leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

NETS-T Course Objectives: The following list is the General Preparation Profile established by ISTE. Upon completion of the general preparation component of their program, prospective teachers will be able to:

1. promote, support, and model creative and innovative thinking and inventiveness.
2. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
3. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
4. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
5. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
6. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
7. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
8. provide students with multiple and varied formative and summative assessments aligned with content and technology standards, using resulting data to inform learning and teaching
9. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
10. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
11. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
12. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
13. participate in local and global learning communities to explore creative applications of technology to improve student learning.
14. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
15. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
16. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Syllabus Change Policy

***This syllabus is a guide for the course and is subject to change.**